

English- Seaside

Reading

- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Reread these books to build up their fluency and confidence in word reading.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

- Form lower-case letters of the correct size relative to one another
- Use spacing between words that reflects the size of the letters.
- Develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- Consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence

Art and Design- Seaside

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Computing

- To be to talk about the different ways they use technology to collect information, including a camera or sound recorder.
- To make and save a chart or graph using data they have collected

Mathematics- Money and Time

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Read and write numbers to 20 in numerals and words.
- Count in multiples of 2, 5 and 10.
- Recognise and know the value of different denominations of coins and notes.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Estimate and read time with increasing accuracy to the nearest minute.
- Write the time from an analogue clock and a 24 hour clock.
- Record and compare time in terms of seconds, minutes and hours.

Food Technology

- Kitchen safety
- Food hygiene
- Equipment knowledge/recognition
- Food storage
- Importance of eating breakfast
- Healthy eating
- Balanced diet
- Food from around the world
- Where does our food come from

Charanga

- Listen and appreciate
- Musical activities
- Learn the song
- Introduce instruments
- Perform the song

World Studies

- Clothes/music/food of South America.

Speaking and Listening

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, roleplay/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Select and use appropriate registers for effective communication
- participate in discussions, presentations, performances, roleplay/improvisations and debates

Science- Light

- Recognise we need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.
- Recognise that shadows are formed when the light from a source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.

PSHCE

- Relationships.
- Ideal friends.
- Special people to me.
- Things that hinder friendships.

Physical

- Participate in team games, developing simple tactics for attacking and defending.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.

Education

Experiential

- End of year trip
- Cusworth Hall
- Morrisons Cafe

Learning